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ABSTRACT

In order to fulfill accreditation requirements set by the National Certification Board for Court and Conference Reporters, the Secretarial Science Department at Vermont College developed an internship course for students in its two-year court reporter training program. The procedures followed in developing the internship course included: (1) identifying and defining prerequisites for the internship: (2) examining court reporter internships at other institutions: (3) estimating the number of interns to be placed during 1980 and 1981: (4) determining the qualifications of intern candidates by examining the skill levels noted on student records: (5) identifying possible internship sites and contacting personnel at these sites: (6) determining the length of time to be spent on the internship: (7) discussing with potential supervisors the possibility of rotating internship placements: (8) preparing a syllabus to include orientation and evaluation seminars: (9) detailing the duties and responsibilities of the intern, the instructor, and the intern's supervisor: and (10) determining evaluation criteria and developing evaluation forms to be completed periodically by the supervisor. The course development report reviews literature concerning the planning of internship courses and discusses outcomes for the project activities listed above. Recommendations, syllabi, evaluation forms, and a bibliography are included. (JP)

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THE DEVELOPMENT OF A COURT REPORTER TRAINING INTERNSHIP COURSE AT VERMONT COLLEGE

by

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Vermont College

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ABSTRACT

THE DEVELOPMENT OF A COURT REPORTER TRAINING INTERNING COURSE AT VERMONT COLLEGE

Patricia Kennedy

The problem addressed in this study was the development of a court reporter training internship course at Vermont College. Students enrolled in the program in September, 1978, were ready for an internship in January, 1980; this study provided the prerequisites, objectives, implementation, and evaluation forms necessary to begin the internship course. Literature and programs at other colleges were studied, definitions of the variety of terms were prepared, projections were made of the number and kinds of placement sites needed, responsibilities and objectives of the student-interns, supervisors, and faculty were established, and assessment criteria were developed.

The results were the developing of an internship suitable for both machine shorthand students and court and conference reporters within the guidelines of the Board on Approved Reporter Training. The recommendations that resulted were to develop tools to aid in placement of students, to outline objectives for supervisors that would provide more challenging work experiences, and to use this study as a guide in revising internships in the secretarial science curricula.

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Introduction

The purpose of this study was to develop a court reporter training internship course to begin in 1980 at Vermont College. The study and development was needed because the Secretarial Science Department needed an internship course ready for students in 1980 who would be members of the graduating class in May 1980. The necessity for an internship arose because of the requirement of the court reporter training program to provide such an experience for graduates who wish to become certified court reporters.* The chairman of the Secretarial Science Department had indicated the need for an internship course to be developed.

Internship placements were located in Washington County (Vermont) where Vermont College of Norwich University is located. The area provided court placements, law office placements, and placements for conference reporting. The offices and persons involved as supervisors for the interns were chosen by the court reporter training program faculty member, Professor Jean Macdonald.

In developing the internship course, therefore, the author enlisted the recommendations of Professor Macdonald in various areas to ascertain that the course would indeed fit the requirements of the national court reporter training requirements as well as the Vermont College associate degree requirements.

The method used in developing the course was a developmental one. Placements had to be located and supervisors were chosen; the interns had to be matched to the appropriate placements. Criteria were

*See definitions, page 12.

developed for evaluating the interns both by the supervisors and by the faculty member in charge of the course.

The interns were those who had successfully completed the prerequisites as prescribed by the training program (Appendix A). The study included interns during 1980 and preparation for internship for those in 1981 and 1982.

Background and Significance

The Secretarial Science Department of Vermont College has offered associate degrees in secretarial programs for more than 25 years. In 1972 the college merged with Norwich University, and the ability to broaden the offerings to students became evident. During the decade of the 70's, the department realized that courses and programs should be evaluated with a critical eye toward needed change. As a result, a business management program was introduced in 1973 and court reporter training was prepared in 1977 to be offered to freshmen in September 1979. During the 1977-78 academic year, the department introduced a course entitled Internship for secretarial students. The success of the course for students, placement agencies, and the college resulted in the course being opened to include business management students.

As an initial step in the court reporter training program, Professor Macdonald prepared and offered a continuing education course in machine shorthand in September 1978. Those students provided the department with its first machine shorthand class. The department then introduced a court reporter training program in the academic year 1978-79. To fulfill the requirements for accreditation of the program by the National Certification Board for Court and Conference Reporters an internship course had to be developed.

In preparing this internship course, a review of the literature showed that there are several discernible trends. One trend is to

consider "all the experiences which are offered to learners..."[1] when developing a curriculum. This broad concept is "in line with Gestaltish thinking."[2] Doll pointsout that many new developments in subjects and subject fields have occurred. This is particularly evident in the skill of machine shorthand and in the introduction of internships among court reporter trainees.

Internships, historically, have been part of training in law and medicine. Rensselaer incorporated this type of study into programs in the 1820's.[3] According to Mayhew and Ford each institution should be urged to provide every student with at least one radically different off-campus experience. The experience may be seen as a "fruitful interruption... and an opportunity for a complete change of pace from steady course work in order to help students assimilate the developmental steps."[4]

Cross states that "narrow vocational education can be just as narrow as traditional academic education;"[5] and if this occurs, a narrowly trained vocational student will be outdated by the time he graduates.

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[1]Ronald Doll, Curriculum Improvement: Decision Making and Process, 2 ed., Boston: Allyn and Bacon, 1965, p. 15.

[2]Ibid., p. 15.

[3]Arthur Levine, Handbook on Undergraduate Curriculum, The Carnegie Foundation for the Advancement of Teaching. San Francisco: Jossey-Bass, Inc., 1978, p. 173.

[4]Louis B. Mayhew and Patrick J. Ford, Changing the Curriculum, San Francisco: Jossey-Bass, Inc., 1971.

[5]K. Patricia Cross, Beyond the Open Door, San Francisco: Jossey-Bass, Inc., Publishers, 1974, p. 84.

Carrying this a step further, she states that "self confidence and flexibility"[6] will be requirements for the job market and an internship will provide some of each. Leonard Brown (1978) emphasizes that internships will make the student more competitive for employment.

In order to create an environment for effective learning, one must identify positive factors conducive to learning. The objectives attributed to Brithower in writings by Ludwig are noteworthy for effective learning. Ludwig writes that "one major function of education is to help the learner develop new modes of interactions with a variety of environments."[7] Rouche states that "in addition to deciding what is to be learned and how it is to be taught, the teacher also decides what the learning environment will be."[8] With relation to environment, Piper states that in establishing internship placement, skills must be determined prior to the assignment. Surveying Joyce Slayton Mitchell's (1978) ideas of learning while working, one sees a kind of work experience theory where there is an apparent rise in the number of internships among persons prior to final job placement.

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[6]Ibid., p. 84.

[7]I. Mark Ludwig, "Environments for Learning," New Directions for Community Colleges, No. 24, San Francisco: Jossey-Bass, Inc., 1978, p. 45.

[8]John E. Rouche and Jerry Snow, Overcoming Learning Problems, San Francisco: Jossey-Bass, Inc., Publishers, 1978, p. 119.

There is a need for supervisors to provide well-planned activities for interns. "A work experience program in which the activities are not planned or supervised should not be considered,"[9] says Roscoe Gibson. In planning for supervision of interns one must consider that "supervisory business personnel possess expertise in their particular areas."[10] Allen Warner addresses the role of the supervisor and states that "supervisors are usually without special training or credentials for this role."[11] This statement points out the fact that the supervisors chosen by the faculty must be persons who can work with the faculty to fulfill the objectives of the course. Warner uses the term "host organization"[12] and indicates that the host-practitioner should "not assume a student has all knowledge and skills necessary to accomplish the task prior to performing it."[13] Gibson writes that "the learning site should be selected at least 30 days prior to beginning training,"[14] and that the employer should "give careful thought as to the utilization of the student."[15]

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[9]Roscoe R. Gibson, Guide For Occupational Experience Programs In Vocational Education, State Fair Community College, Sedalia, MO, ERIC Document ED 162 125, May 1978, p. 2.

[10]Ibid., p.

[11]Allen R. Warner, Clinical Experiences And Clinical Practice In Professional Education, Houston University, Texas, ERIC Document ED 123 209, February, 1976, p. 36.

[12]Ibid., p. 46.

[13]Ibid., pp. 49-50.

[14]Gibson, Guide For Occupational Experience Programs In Vocational Education, ibid., p. 22.

[15]Ibid., p. 31.

Bethscheder and Knapp (1978) prepared a document describing a curriculum for court reporting in which they write of the successful accreditation of the program at Alvin Community College. The National Shorthand Reporters Association (N.S.R.A.) which visited this school in June, 1978, gave a glowing report of the program.[16] Unlike the detailed curriculum prepared by Gibson in his Guide For Occupational Experience Programs In Vocational Education, Bethscheider and Knapp do not include an internship.

In a report of New York State machine shorthand programs Violet Drexler states, "It was the opinion of the 2-year colleges represented that students cannot be trained as shorthand reporters in two years."[17] While this may be an acceptable conclusion for Drexler's study, this author would not agree with the statement. There is evidence that students at Champlain College (Burlington, Vermont) have successfully completed the entire court reporter training program in two years.

The need for this study became increasingly evident as a result of surveying the literature. The author found substantial evidence to support a need for internships with their resulting increased job placement opportunities for graduates. A need to give particular attention to the learning environment of placement sites; and a need for well-trained

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[16]John Bethscheider and Mary Knapp, Court Reporting Curriculum For An Associate in Applied Science Degree At Alvin Community College, Mary Alvin Community College, Texas, ERIC Document ED 162 702, Dec. 1978, p. 13.

[17]Violet Drexler, The Process And Product Of Machine Shorthand Programs In New York State Schools, Colorado State College, Greeley, ERIC Document ED 027 423, July, 1969, p. 16.

supervisors. The departmental need for an internship in court reporting at Vermont College became solidified by the requirement of N.S.R.A. for an internship.

The study was appropriate for the curriculum module because it provided the final step for the Court Reporter Training Program, and it prepared the way for final evaluation and accreditation of the program by the National Shorthand Reporters Association.

Procedures

The procedures followed in developing the internship course were as follows:

1. The terms computer-compatible machine course and court reporter training program were defined by using the Stenograph® Company literature and the personal files of Professor Jean Macdonald.

2. The titles court reporter, conference reporter, and note reader were defined in a similar manner (See procedure 1).

3. The prerequisites for an intern were defined and established by adopting the Norwich University definition of Internship SS262.

4. The internship programs at Rutland Business College, Champlain College, and Southern Illinois University were studied and these college catalogs were reviewed. Personnel at these colleges were contacted for information regarding their machine shorthand courses and programs.

5. The number of interns to be placed was estimated for the years 1980 and 1981 by reviewing records of currently enrolled students.

6. Qualifications for specific intern placements as court reporters, conference reporters, or note readers were determined by the skill achievement level noted in the students' records kept on file in the department office.

7. In deciding upon facilities for internship the author contacted personnel at the Vermont Court Reporters Association, Washington County Court, and a local free lance reporter. Course objectives were reviewed with them and the author found these facilities feasible for internship placement sites. Consideration was given to proximity of the site relative to resident versus commuting student and to the time of the year courts were in session.

8. The length of time to be spent interning was determined by using the number of weeks in the college semester, the number of clock hours required in the college internship course, and the requirements of the training program itself..

9. The need to rotate internship placements was determined through a joint meeting of the faculty and potential supervisors.

10. The machine shorthand course syllabus was prepared by the faculty member in charge of the course (Appendix C).

11. The duties and responsibilities of the intern, the faculty member, and the supervisors were determined through faculty work sessions.

12. The faculty members involved with the internship course met and established time periods during a semester when evaluation should take place; three different questionnaires were developed for purposes of evaluation during these meetings.

Limitations

The internship was prepared to include only students of Vermont College and only those students who acquired the specific skills of court reporting, conference reporting, or note reading. Placement sites were restricted to Washington County (Vermont).

Assumptions

The author assumed that students enrolled in the court reporter training program would be those qualified to enroll in the internship course which would be developed. A further assumption was that the internship would occur during the fourth semester of the student's studies.

Definitions

Certified Court Reporter: The reporter employed on a full basis to perform reporting services for a court or governmental agency. Speeds must be at least 225 words per minute Testimony, 200 words per minute Jury Charge, and 180 words per minute Literary.

Computer-Compatible Machine Shorthand: A theory of machine shorthand that is designed to wed stenograph techniques to computer disciplines.

Course: A 3-, 4-, or 5-credit course of study on the associate or baccalaureate level at Vermont College.

Freelance Reporter: The reporter in practice for himself. He makes his own contacts and secures his own clients. (AKA Conference Reporter)

Intern: The student who engages in an internship experience.

Internship: The field experience taken in one semester of college studies as one fifth of the academic load of one semester, and it may not be for pay.

Note Reader: One who reads and transcribes the notes of a court reporter.

Program: The assembling of twenty courses which comprise a program of study leading to an associate degree at Vermont College.

Stenograph®: Registered trade name of the computer-compatible machine shorthand system taught at Vermont College.

Supervisor: The person at the internship placement site who is directly responsible for directing and evaluating the student intern's field experience.

Results

The definitions of the terms and titles which were needed according to items 1 and 2 in the procedures section were found to be compatible with the Vermont College needs and provided necessary national recognition to graduating students. Definitions (page 12) provide that information.

The decision was made to establish the Vermont College court reporter internship as being similar to that of the Internship SS262 course which states: "the internship will consist of eight hours of work each week in an office or job compatible with the student's major. In addition, there will be 4 one-hour seminars to correct difficulties as they occur, to answer questions, and to reinforce previous learning. Prerequisite: Permission of Instructor."[18] This gave a basis for the course, defined prerequisites, and met certification requirements of the National Association of Shorthand Reporters.

Professor Macdonald and the author met with two professors from Champlain College (Burlington, Vermont) and discussed court reporter programs. Champlain College is the only other accredited college in the state offering such a program. The author also met with the president of

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[18]Norwich University/Vermont College 1979-80 Record of Courses, Norwich University Press, 1980, p. 152.

Rutland (Vermont) Business College and discussed with him the machine shorthand course being taught at that school. No internship is included with that course. Catalogs of Champlain College, Southern Illinois University, and Rutland Business College courses were studied by department faculty; internship requirements varied in length of placement time.

In January, 1980, a review of current records of student progress showed that one person was qualified to begin an internship. All others would require at least an additional semester of training. This person was qualified for court reporting internship, and the Washington County Court personnel were contacted for acceptance of the intern. The liason then developed between the faculty member and placement site, and a successful placement was arranged. In May, 1980, using class records and student skill achievements, four interns for September, 1980, and four for January, 1981 were projected.

The qualifications necessary for placement as a court reporter intern were set at 200 w.p.m. to be in accord with N.S.R.A. requirements. Students with lower rates of speeds and who have fulfilled course requirements (Appendix C, p. 26) would be placed as conference reporters or note readers.

The length of time for the internship was set at a minimum of eight hours a week in placement for 13 weeks of the 15-week semester. A minimum of four 50-minute seminars were scheduled, the first to be scheduled prior to the first day of field experience and the last to be during the last two weeks of the semester. The first seminar was to be used as an orientation to the course; the last, as a report session by the intern. Two seminars were to be scheduled at the convenience of any guest speakers who might be invited and at times that would be most beneficial for the interns. In order to make certain that these four seminars (and others if desired) could be held any week, a class period from 4:00 to 4:50 each Monday was set aside on each student intern's class schedule. The time each intern spent at his or her placement was arranged between the intern and the supervisor to take place without conflicting with other regularly scheduled classes. This was simplified in some measure by arranging blocks of time (usually two half days) when the intern did not have other classes. The department chairman anticipated such arrangements when she presented suggested class schedules to the registrar each semester.

The department faculty and potential supervisors in a joint meeting agreed that rotation of interns was not feasible because a continuity of

supervision and development of skills on one job were to be preferred to a variety of placements.

Professor Jean Macdonald prepared the machine shorthand course syllabus and presented it at a department meeting. This was approved by the department faculty, the Two-Year Program Committee, the Academic Board, and signed into effect by the President in 1979.

The faculty met in work sessions to outline the duties and responsibilities of the interns, the faculty, and the supervisors. From these meetings material was prepared for the intern and this was given to the intern at the first seminar (Appendix H). This included the evaluation forms (Appendixes D, E, and F) which would be sent to the supervisors, the responsibilities of the interns (Appendix B) and the syllabi (Appendix C). The department chairman and faculty discussed the duties and responsibilities of the faculty; the decision was made to postpone preparing a written document.

A determination was made by the faculty at a meeting that three evaluation times would be established; they would be the fourth, eighth, and final week of the internship period. Three different sets of assessment criteria were prepared (Appendixes D, E, and F) as well as

letters which would accompany two of them. The first form was to be mailed to each supervisor duing the fourth week; the results of this would be the major basis for a mid-semester grade. The second form would be given to the supervisor by the faculty member during a visitation to the placement and conference with the supervisor. The final form would be mailed during the last week and would complete the supervisor's evaluation. Letters were drafted which would be sent on three occasions: 1. prior to the intern's beginning work, 2. with the first evaluation form, and 3. with the last evaluation form (Appendix G).

Discussion, Implications, and Recommendations

The faculty of the Secretarial Science Department believed in the value of an internship experience for students. They had, however, restricted an internship to those whom the faculty judged to be academically and vocationally prepared. The major result of this study was the providing of an internship course for court reporter training students. The research gave added importance to the need for experience-based learning and lent increased importance to the need for requiring faculty permission before enrolling in the course.

The research collated materials from internship programs, life-long learning theories, and student-centered learning as well as specific areas of court reporting, machine shorthand, and competencies and objectives. A special emphasis on the supervisory aspect of the placement site resulted. Because very little literature was found in the area of interning in court reporting, this factor gave impetus for the author to develop the Vermont College course that may be replicated by others.

Some areas of the study did not require the amount of development which the author had thought necessary. Determining the kinds of facilities needed flows directly from the skills of the students and national requirements (200 wpm for speed prior to court internship). Contacting appropriate offices for possible placement sites was not a major procedure because only one intern was ready for internship in January, 1980. The Washington County Court personnel were especially cooperative and the projected numbers for September, 1980, and January, 1981, can easily be

accommodated in the court. Those students who may wish to intern as conference reporters or note readers will have placements ready in Montpelier and Barre (Vermont). The liason between the faculty and the potential supervisors developed through visits on the part of the various parties. The community and college are already realizing the benefits of secretarial science internships, and the added dimension of court reporter training has been a positive influence on both Vermont College and the legal agencies and court personnel; faculty have benefited from this research both in cementing the criteria for the internship and in realizing the need for certain additions, revisions, and evaluations of all internships. Students received the benefits as the matching of student and supervisor and site became not only easier but also more beneficial to each. The study provided identification of areas in all the department internships which need revision and provided specific recommendations to bring about such changes.

While the study was being conducted to develop the Court Reporter Training Internship two changes became evident:

1. The full-time students enrolled in the program dropped the program and transferred into different majors.

2. The majority of the part-time students who had begun studies in the machine shorthand course itself were those who persevered.

These changes pointed out the fact that internships would be necessary for those completing the machine shorthand course rather than just those enrolled in the total program. Internship was then considered the finishing step for one skilled in machine shorthand in such areas as court reporting, conference reporting,and note reading.

The same changes which in a sense expanded the number of persons affected by the study also brought limitations--the kinds of specific skills needed in the one course of machine shorthand determined whether a person enrolled in Internship; the other courses in the Court Reporter Training Program were not the influencing factor as was thought.

Recommendations which resulted from the study were:

1. A student profile form should be developed. This would provide subjective information from the prospective intern in an objective form concerning his or her preferences for work sites and long-range goals. Such information would aid the faculty in assigning placements.

2. More frequent student reports should be included; at the present time, only one written report is required at the end. At least two more should be scheduled (either oral or written) so that problem areas can be more readily identified and sharing of ideas can take place.

3. An employer/supervisor profile should be developed. This would give the prospective intern some information concerning not only the placement site but also about the employer/supervisor.

4. Objectives for supervisors should be outlined. This would enable each supervisor to better understand the requirements of his or her supervisory role. Such objectives would aid in reducing and even eliminating the occasions when interns are not given career-related work or challenging work experiences.

5. Students should prepare a resume' for the supervisor. This would aid the supervisor in assigning work to the student and making the best use of and development of the student's vocational potential. (Both 4 and 5 would cause the employer to "give careful thought as to the utilization of the student.")[20]

6. An evaluation form should be developed as a critique of the placement site and the supervisor. The critique should be completed by the student at the end of the course, reviewed with the faculty, and placed in department files to aid in future placements. The question of whether the critique should be shared with the supervisor is one that would be better addressed by the faculty member.

7. The final evaluation form provided for the supervisor to submit to the faculty (Appendix E) should be done by the intern also; thus the intern could made a comparison between the two.

8. The catalog description of Internship SS262 should be rewritten.

9. The three evaluation forms (Appendixes C, D, E) should be revised to more nearly specify the attributes of interns in the various curricula--court reporting, conference reporting, and note reading.

This project has caused the realization of a Court Reporter Training Internship at Vermont College. This is in keeping with the guidelines of the National Board on Approved Reporter Training. In addition, the study has provided a guide for internships for students of machine shorthand and has emphasized the need for revision of the internship courses for secretarial science students.

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[19]Roscoe R. Gibson, Guide For Occupational Experience Programs In Vocational Education, State Fair Community College, Sedalia, MO. ERIC Document ED 162 125, May, 1978.

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APPENDIX A

VERMONT COLLEGE
of
NORWICH UNIVERSITY
SECRETARIAL SCIENCE DEPARTMENT

COURT REPORTER TRAINING PROGRAM
*CONFERENCE REPORTING

The Court Reporter Training program offers excellent employment opportunities in a variety of positions. Machine shorthand reporters are in demand to record proceedings of courts, hearings, and conventions. Conference reporters find transcription of recorded court proceedings of other reporters a rewarding employment opportunity.

In addition, opportunities are increasing for reporters in large business corporations, government agencies, and law firms. Machine shorthand reporters may work as free lancers and machine shorthand techniques may be used in place of the tranditional shorthand methods.

The reporting profession offers challenging, interesting, and rewarding work; however, it requires manual dexterity, accuracy, and the perserverance to put in long hours of practice.

This program is designed for students who plan to sit for the certification examination of the National Shorthand Reporters Association.

First Year

EN 101 Comp. & Lit.	3	EN 102 Comp. & Lit.	3
SS 105 Machine Shorthand I	3	SS 106 Machine Shorthand II	3
SS 132 Business Law I	3	SS 112 Typing II	3
CJ 101 Criminal Justice	3	SS 142 Medical Terminology	3
Elective	3	SS 230 Legal Terminology	3
PE** Physical Education	0-1	CS 112 Intro. to the Computer	1
Semester hours	15-16	PE** Physical Education	0-1
		Semester hours	16-17

Second Year

SS 206 Machine Shorthand III	3	SS 207 Machine Shorthand IV	3
SS 290 Business English	3	SS 220 Advanced Typing	3
SS 260 Legal Secretarial Procedures	3	EN 112 Public Speaking	3
SS 240 Office Machines	3	SS 262 Internship	3
Elective	3	Elective	3
PE** Physical Education	0-1	PE** Physical Education	0-1
Semester hours	15-16	Semester hours	15-16

Minimum requirement of one semester of typing for admission to machine shorthand.

Departmental standards must be met for entrance into advanced skill areas.

*The speed requirements for a conference reporter are less than those for a court reporter. (180 wpm vs. 225 wpm machine shorthand).

** One semester to be completed during freshman year; the other prior to graduation.

Appendix B

SS262--Secretarial Internship--3 credits

I. Prerequisites: Permission of instructor

II. Course Description: The student will receive work experience without remuneration in an office or job compatible with his or her major and will participate in several seminars to correct difficulties as they occur and to reinforce previous learning.

III. Objectives: The student will:

1. participate in a work experience eight hours per week for one semester in an office or job compatible with major

2. attend four seminars
   a. introductory--instructions, job assignment, "briefing"
   b. guest--to be announced
   c. panel of business people to instruct students in choosing a job. i.e. salary, fringe benefits, responsibilities, size of office or company, credit union, opportunities for advancement
   d. windup--interns submit projects

3. be supervised by employer/supervisor and instructor

4. be evaluated in writing at periodic intervals by employer/supervisor, instructor and self

5. complete an internship project which includes a weekly journal and a typewritten job analysis report

6. gain an understanding of the role and function of the work ethic and will realize opportunities to apply knowledge and skills of the major area of business study to the internship position

7. develop the ability to appreciate the relationship between the internship and Business Education

IV. Text: None

VI. Student Responsibilities:

A. Attendance and participation in seminars.
B. Completion of internship written project.
C. To attend internship assignment the entire eight hours each week unless previous mutually agreed upon arrangements have been made.
D. To report to work on time and to work designated length of time.
E. To call in to supervisor in case of illness and to schedule make-up time.
F. To perform at position to best of student's ability.

APPENDIX C

SS 105--Machine Shorthand I--3 SH--5 class hrs. per week

Prerequisites: SS 111/113 or equivalent or permission of instructor.

Course Description: First semester students learn and apply computer-compatible theory to the compact keyboard of a Stenographic shorthand machine so that writing speed and efficiency are obtained. In the second semester, students take dictation, read machine notes, and develop transcription skills. Emphasis is placed on speed building. Some previous typing skill recommended.

Objectives: By the end of the first semester

1. Student will have mastered the machine keyboard
2. Student will have mastered the machine shorthand theory.
3. Student will be able to develop words from sound and, thus, build a new vocabulary as the situation requires.
4. Students will be taking dictation at a minimum of 60 to 90 words per minute for 3 minutes at 95% accuracy.
5. Student will be able to rapidly and accurately read machine notes.
6. Students will be able to write "scripthand" -- a manual alphabetic method.

Text: The New Machine Shorthand, Keyboard and theory, Book 1 Stenograph Corporation, c. 1979.

Supplementary materials:

A. Stenograph machine and tripod
B. Cassette tapes to accompany text
C. Supplementary cassette tapes
D. Cassette players
E. Speed practice cassette tapes
F. Machine shorthand dictionary
G. Dictionary
H. Pencils, pens, paper
I. Speed test booklet put out by Stenograph®
J. Supplementary Dictation, Book 1, Stenograph, c. 1976

Evaluation:

A. Techniques
B. Understanding of theory
C. Quizzes--arbitraries & derivatives
D. Evaluations on theory and speed
E. Speed requirement
F. Individual Study Session Completion
G. Reading grades

A comparable grade in all work plus

two 3 min. timings @ 60wpm = D
two 3 min. timings @ 70wpm = C
two 3 min. timings @ 80wpm = B
two 3 min. timings @ 90wpm = A

} 95% accuracy on unfamiliar material

Student Responsibilities:

A. Mastery of theory as evidenced by class work, homework, quizzes, and tests.
B. Use class time efficiently, organize work area, and handle materials properly.
C. Be in class every day possible, complete homework, and practice faithfully outside of class.
D. To have machine, tripod, and materials in class everyday.
E. To make up work missed promptly if absent.
F. To take advantage of lab facilities to improve skill.
G. To pass required speed requirement.

SS 105--Machine Shorthand I--3 SH--6 class hours/week

Prerequisites: SS 111/113 or equivalent or permission of instructor

Estimated time: 1 semester

Competencies: By the end of the first semester

1. Student will have mastered the machine keyboard.
2. Student will have mastered the machine shorthand theory.
3. Student will be able to develop words from sound and, thus, build a new vocabulary as the situation requires.
4. Students will be taking dictation at a minimum of 60 to 90 words per minute for 3 minutes at 95% accuracy.
5. Student will be able to rapidly and accurately read machine notes.
6. Students will be able to write "scripthand"--a manual alphabetic method.

SS 106-Machine Shorthand II--3 SH--10 class hours

Prerequisites: SS 105

Course Description: In the second semester, students take dictation, read machine notes, and develop transcription skills. Emphasis is placed on speed building. Some previous typing skill recommended.

Objectives: By the end of the second semester

1. Students will take dictation at speeds of 80 to 120 words per minute for 5 minutes and will transcribe their notes with 95% accuracy or better.
2. Students will have developed their machine shorthand business vocabulary and skill building through concentrated emphasis on dictation and transcription of shorthand machine notes.
3. Students will have increased their skills in transcription by demonstrating comprehensive ability in the areas of correct English usage, spelling, capitalization, and punctuation.
4. Students, through completion of the course, will have become competent in using such office reference books as the dictionary and current secretarial handbooks.

Text: Stenograph's Computer Compatible Touch Shorthand, Revised Beginning Skill and Development and Transcription, Book 2, Stenograph, c. 1977.

Supplementary Materials:

Supplementary Dictation, Book 2, Stenograph, C. 1977.
Dictation Transcript to accompany tape set for Book 2
Stenograph machine and tripod
Cassette tapes to accompany text
Supplementary cassette tapes
Cassette players
Speed practice cassette tapes
Machine shorthand dictionary
Dictionary
Pencils, pens, paper
Speed test booklet put out by Stenograph®

Evalution:

A. Techniques
B. Understanding of theory
C. Quizzes--arbitraries & derivatives & theory
D. Evaluation on theory and speed
E. Speed requirement
F. Individual study Session Completion
G. Reading Grades

A comparable grade in all work plus:

two 5 min. timings @ 100 = D
two 5 min. timings @ 120 = C
two 5 min. timings @ 140 = B
two 5 min. timings @ 150 = A

95% accuracy on unfamiliar material

In order to go on to Semester III for Court Reporting skills, student should reach 140wpm. Student must have 120wpm in order to continue.

Student Responsibilities:

A. Mastery of theory as evidenced by class work, homework, quizzes, and tests.
B. Use class time efficiently, organize work area, and handle materials properly.
C. Be in class every day possible, complete homework, and practice faithfully outside of class.
D. To have machine, tripod, and materials in class everyday.
E. To make up work missed promptly if absent.
F. To take advantage of lab facilities to improve skill.
G. To pass required speed requirement.

SS 106--Machine Shorthand II --3 SH--10 Class hours

Prerequisites: SS 105

Estimated time: 1 semester

Competencies: By the end of the second semester

1. Students will take dictation at speeds of 80 to 140 words per minute for 5 minutes and will transcribe their notes with 95% accuracy or better.
2. Students will have developed their machine shorthand business vocabulary and skill building through concentrated emphasis on dictation and transcription of shorthand machine notes.
3. Students will have increased their skills in transcription by demonstrating comprehensive ability in the areas of correct English usage, spelling, capitalization, and punctuation.
4. Students, through completion of the course, will have become competent in using such office reference books as the dictionary and current secretarial handbooks.

SS 206-207--Machine Shorthand III & IV--6 SH--10 Class hrs. each semester

Prerequisites: SS 105-106 or equivalent skill.

Course Description: Continued emphasis on dictation and transcription. Emphasis is placed on technical material including literary, jury charges, and testimony.

Objectives for SS 206: The student is expected to:

1. Take dictation on literary material at a minimum speed of 150 wpm for five minutes and to transcribe notes with 95% accuracy or better in order to continue.

2. Take dictation on jury charge at a minimum speed of 175 wpm for five minutes and to transcribe notes with 95% accuracy or better in order to continue.

3. Take dictation on 2-voice testimony at a minimum speed of 170 wpm for five minutes and to transcribe notes with 95% accuracy or better

4. Develop business vocabulary and transcription skills, such as, correct English usage, spelling, capitalization, punctuation, and paragraphing, to an acceptable level for employment.

5. Learn acceptable formats for transcription by machine recorded notes. (e.g.) testimony.

Objectives for SS 207: The student is expected to:

1. Take dictation on literary material at a minimum speed of 180 wpm for five minutes and to transcribe notes with 95% accuracy or better in order to continue.

2. Take dictation on jury charge at a minimum speed of 200 wpm for five minutes and to transcribe notes with 95% accuracy or better.

3. Take dictation on a 2-voice testimony at a minimum speed of 225 wpm for five minutes and to transcribe notes with 95% accuracy or better.

4. Continue to develop business vocabulary and transcription skills.

5. Increase in speed and accuracy in preparation of acceptable transcripts.

Text: Skill Development for Court Reporting. Professional Computer-Compatible Stenograph Text Series, Stenograph Corporation, C. 1978.

Supplementary Materials: Teacher's Supplement, Stenograph Corporation.
Jury Charge for Machine Shorthand Practice & Dictation, Stenograph, C. 1965.
Courtroom Testimony for Machine Practice & Dictation, Stenograph, C. 1965.
Intermediate Speed Practice for Machine Shorthand, Block IV, Stenograph, C. 1965
Advanced Speed Practice for Machine Shorthand, Block V, Stenograph, C. 1965
Proficiency Tests for Machine Shorthand, Stenograph, C. 1965.

Stenograph's Computer-Compatible Touch Shorthand Dictionary/Handbook, Stenograph, C. 1977.
Stenograph machine & tripod.
Cassette tapes for speed development.
Cassette players.
Dictionary.
Pencils, pens, paper.

Evaluation:

25% 1. Quizzes on arbitraries, derivative, theory, techniques.

75% 2. Evaluation on speed and accuracy of transcription--Speed requirement.

A comparable grade in all other work plus.

SS 206

Testimony	150	D	170	C	175	B	180	A
Literary	140	D	150	C	160	B	170	A
Jury Charge	150	D	175	C	175	B	180	A

One timing in each category 95% accuracy--5 minutes unfamiliar material.

SS 207

Testimony	Jury Charge	Literary		
				2 of above = C
An increase in one category over those required for B.			A	1 of above = D
225	200	180	B	None of above = F

Student Responsibilities:

A. Mastery of theory as evidenced by class work, homework, quizzes, and tests.
B. Use class time efficiently, organize work area, and handle materials properly.
C. Be in class every day possible, complete homework, and practice faithfully outside of class.
D. To have machine, tripode, and materials in class everyday.
E. To make up work missed promptly if absent.
F. To take advantage of lab facilities to improve skill.
G. To pass required speed requirement.

SS 206 - Machine Shorthand III 3 credits 10 hours per week

I Prerequisites: SS 105-106 or equivalent skill.

II Estimated time: 1 semester

III Course Description: Continued emphasis on dictation and transcription. Emphasis is placed on technical material including literary, jury charges, and testimony.

IV Competencies: The student will

1. take dictation on literary material at a minimum speed of 150 wpm for five minutes and to transcribe notes with 95% accuracy or better in order to continue.

2. take dictation on jury charge at a minimum speed of 175 wpm for five minutes and to transcribe notes with 95% accuracy or better in order to continue.

3. take dictation on 2-voice testimony at a minimum speed of 170 wpm for five minutes and to transcribe notes with 95% accuracy or better.

4. develop business vocabulary and transcription skills, such as, correct English usage, spelling, capitalization, punctuation and paragraphing, to an acceptable level for employment.

5. learn acceptable formats for transcription by machine recorded notes, (e.g.) testimony.

SS 207 - Machine Shorthand IV 3 credits 10 hours per week

I Prerequisites: SS 105-106 and SS 206 or equivalent skill.

II Estimated time: 1 semester

III Course Description: Continued emphasis on dictation and transcription. Emphasis is placed on technical material including literary, jury charges, and testimony.

IV Competencies: The student is expected to:

1. take dictation on literary material at a minimum speed of 180 wpm for five minutes and to transcribe notes with 95% accuracy or better.

2. take dictation on jury charge at a minimum speed of 200 wpm for five minutes and to transcribe notes with 95% accuracy or better.

3. take dictation on a 2-vioce testimony at a minimum speed of 225 wpm for five minutes and to transcribe notes with 95% accuracy or better.

4. continue to develop business vocabulary and transcription skills.

5. increase in speed and accuracy in preparation of acceptable transcripts.

APPENDIX D

Name _____ Days Absent _____

Date of Employment _____ Days Tardy _____

Position _____

	Excellent	Good	Fair	Unsatisfactory
English Skills				
Quality of work				
Personal appearance				
Interest				
Punctuality				
Initiative				
Attention to detail				
Tact				
Sense of humor				
Social adjustment				
Ability to follow directions				

Comments:

Signed: _____

Title: _____

Company: _____

Adress: _____

APPENDIX E

INTERIM PROGRESS REPORT

NAME _____ DATE _____

COMPANY _____ Office Telephone _____

Position _____

Duties _____

Is the intern punctual and does the intern put in the full time required?

_____

Comments:

APPENDIX F
JOB RATING SHEET

Vermont College

Intern's Name _____ Office _____

Employer _____ Date _____

Company _____ From _____ To _____

EMPLOYER"SEVALUATION OF INTERN"S ON-THE-JOB WORK

Your constructive criticism enables us to provide better instructional training. Please circle the following traits as (0) unsatisfactory, (1) fair, (2) good, (3) excellent.

Personal Traits		Skill Performance	
Grooming	0 1 2 3	Typing	0 1 2 3
Suitablility of dress	0 1 2 3	Shorthand	0 1 2 3
Personal hygeine	0 1 2 3	Transcription	0 1 2 3
Deportment	0 1 2 3	Filing	0 1 2 3
Speech	0 1 2 3	Grammar	0 1 2 3
Interest in work	0 1 2 3	Mathematics	0 1 2 3
Co-operation	0 1 2 3	Spelling	0 1 2 3
Initiative	0 1 2 3	Punctuation and Capitalization	0 1 2 3
Adaptability	0 1 2 3	Proofreading	0 1 2 3
Ambition	0 1 2 3	Office Machines	0 1 2 3
Tact	0 1 2 3		

Ability to		Business Techniques	
Follow directions	0 1 2 3	Use of telephone	0 1 2 3
Take criticism	0 1 2 3	Use of sources of information	0 1 2 3
Understand instructions	0 1 2 3	Office housekeeping	0 1 2 3
Attend to details	0 1 2 3	Meeting people	0 1 2 3
Keep on the job	0 1 2 3	Use of supplies	0 1 2 3

General rating of Intern (please circle one) (A) Excellent (B) Good (C) Fair (D) Unsatisfactory

Please list any points that should be emphasized in training:

1.

2.

3.

Would you considerthis intern for employment if you had a job opening in the future? Yes No

_____
(Employer's Signature)

Return to:
Mrs. Jean L. Macdonald or Miss Patricia Kennedy
Secretarial Science Department
Vermont College
Montpelier, VT 05602

INTERNSHIP

YOUR NAME _____

COMPANY _____

ADDRESS _____

SUPERVISOR _____

TELEPHONE NO. _____

USUAL WORKING HOURS _____

_____

JOB DESCRIPTION:

APPENDIX G

Date

(Address)

Dear

Thank you for agreeing to accept an intern in your office. The student who will be working with you will call you prior to (date) and will make arrangement to begin the internship.

As we agreed, you and the student will agree on the times of the week when the intern will be with you; this is to be eight hours each week for thirteen weeks, and it may be done in one block of time or two four-hour blocks according to the student's schedule and your office hours.

The first evaluation form will be mailed to you in approximately four weeks. We appreciate your participation in our internship course, and we believe all of us will benefit from the placement in your office.

Sincerely yours,

(faculty member)

(Date)

(Address)

Dear

The internships are under way, and the students are enjoying their positions. We appreciate your willingness to participate in our program; it is your cooperation that makes the program a success.

The interns began work the week of January 14 and will continue through the week of April 28 with the exception of their spring vacations which occur February 21-27 and March 28-April 6.

Enclosed is the first evaluation for your student intern. Please return the evaluation by February 8.

If you have any questions, suggestions, or problems, include them with the evaluation or call me at 229-0422, extension 39.

Sincerely yours,

Prof. Jean Macdonald
Chairman
Secretarial Science Department

(Date)

(Address)

Dear

Spring has arrived in Montpelier--we hope! That means graduation is just around the corner and that the interships are coming to a close.

We hope you have enjoyed your intern and that you feel the experience was worthwhile. It certainly is an excellent opportunity for the students, and we appreciate your cooperation in the program.

Enclosed is the third and final evaluation. The students finish work by Friday, May 2, and we would appreciate it if you could prepare this evaluation by that date.

Thanks again for your help.

Sincerely yours,

Prof. Jean Macdonald
Chairman
Secretarial Science Dept.

APPENDIX H

STUDENT HANDOUT

INTERNSHIP COURSE

Faculty Presentation
First Seminar

Tuesday, January 8, 1980 2 p.m. Room 208

1. Give handouts except assignments

2. Note dates: a. seminars
   tentative dates are Feb. 4
   March 10
   April 14

   b. vacation dates
   Feb. 20-27 inclusive
   Mar 29-Apr. 6 inclusive

   c. first week of work--Jan. 14
   last full week Apr 28 through May 2

   d. rotation week for 4 med. secs. is March 10

3. A space is reserved on our bulletin board for internship notices; you are responsible for checking there daily; remember especially that seminar dates are tentative.

4. As the semester progresses a bit, we will also reserve a section of the bulletin board for job opportunities.

5. You have the responsibility for the following in particular:
   a. calling number of your employer/supervisor today or tomorrow to introduce yourself and arrange working hours

   b. calling in if you are ill or some other emergency causes you to miss work or to be late; you are to call the employer/supervisor--you do not call us.

   c. be on time for work; dress appropriately; do not leave early or neglect to put in your full 8 hours a week

   d. speak of your employers/supervisors with each person's title; do not use first names unless you are specifically invited to do so by each individual.

6. Course evaluation is noted on the syllabus along with the outline and course responsibilities

7. Lunches; who needs lunches--check with Osha
   Transportation: you provide it; check with others going to same area i.e. hospital, Barre.

8. Placement sites: some are our alumnae
many are places which we have used one or more times in the past
do remember that it will take a few days to get into the kind of work you might like; your orientation may be brief; they are sometimes so busy in your office when you first arrive that you will have to wait to have work assigned to you.
when you are not certain how to do something, be sure to ask you supervisor

9. If you believe there is a problem concerning your work with which we may be of help, please come to see one of us.

10. Assignment sheets: will now be handed out; they are to be returned to us on January 18.

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